



Kauluwela Elementary School

Academic Plan

SY 2026-2027

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- ☒ Title I School
☐ Non-Title I School

Submitted by Principal Sonja Samsonas	
Sonja Samsonas	Apr 2, 2026

Approved by Complex Area Superintendent Linell Dilwith	
	4/16/26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

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VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
	'23 Wonders ▾	i-Ready Classroom Mathematics ▾	STEMscopes	Various
	Other: ▾ ECRI	Select One ▾		
	Select One ▾	Select One ▾		

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
				Scholastic C3 Framework for Social Studies Collection Gr. K-5

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If “Other” is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Kindergarten	HI KEA ▾	
K- 5	I-Ready ▾	I-Ready ▾
K- 5	DIBELS ▾	

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If “Other” is selected, please explain.

☒ Panorama	☒ School-created template	☐ Other:
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IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current CNA
- ☒ Other current assessment/self-study report: iReady diagnostics, DIBELS, KEA]
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2026]

Type of Last Visit: Mid-Cycle Report & Visit -

Year of Next Action: [2029]

Type of Next Action: Full Self-Study -

Year of Next Self-Study:

[2029]

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Learning Need #1 - Students need to strengthen reading comprehension, use evidence in writing, and engage in discussion using grade-level text. For students in grades 3 through 5, Language Arts proficiency increased from 31.0% in the 2022-23 academic year to 36.5% in 2023-24, subsequently declining to 32.7% in 2024-25. The "Special Education" subgroup demonstrated a significant increase, achieving 10.0% proficiency in Language Arts in 2024-25. English Learners and Exits attained 22.0% proficiency in Language Arts. Looking at iReady data for Language Arts, we see a consistent pattern of improvement from Fall to Spring each year. For instance, in the 2022-23 academic year, 15.5% were on or above grade level in the Fall, and this rose to 34.3% in the Spring. This trend continued in 2023-24, with 16.1% in the Fall and 33.7% in the Spring, and in the most recent year, 2024-25, we saw 14.6% in the Fall and 36.3% in the Spring. The percentage of students two or more grade levels below also decreased significantly from Fall to Spring each year, from 42.3% in Fall 2022-23 to 25.5% in Spring 2022-23, and similarly for the following years.
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To meet the Key Performance Indicator (KPI) for our 2026-27 academic plan, we aim for the following annual percentage growth:

Year	ELA 2.5% Increase	Math 1.69% Increase	Science 1.79% Increase
2026	38.58%	36.03%	35.36%
2027	41.08%	37.72%	37.15%
2028	43.58%	39.41%	38.94%
2029	46.08%	41.10%	40.73%

#	Root/Contributing Cause
1.1	Tier 1 instructional routines do not consistently ensure rigorous, standards-aligned literacy instruction across classrooms.
1.2	Collaborative planning routines do not consistently support vertical alignment between foundational literacy skills and upper-grade comprehension and writing expectations.
1.3	Grade-level instructional routines do not consistently require teachers to analyze formative evidence and adjust instruction in timely cycles.
1.4	Core ELA planning routines do not consistently embed differentiated language and access supports for English Learners and Special Education students.
1.5	Classroom routines do not consistently reinforce academic confidence, productive struggle, and student ownership during literacy learning.

2

Student Learning Need #2 – Students need to solve multi-step problems, explain mathematical reasoning, and apply strategies in grade-level mathematical contexts.

For grades 3 - 5, the overall proficiency has also seen changes. It was 30.9% in 2022-23, increased to 35.5% in 2023-24, and then slightly dipped to 32.7% in 2024-25. For the latest year, 2024-25, Math proficiency stands at 32.7% overall. Grade 3 shows 25.0% proficiency, grade 4 at 35.1%, and grade 5 at 37.6%. The "Special Education" subgroup showed proficiency of 20.0% in Math. English Learners proficiency was 21.7%.

Looking at iReady data, a similar Spring improvement is observed. In 2022-23, 9.0% were on or above grade level in the Fall, jumping to 29.9% in the Spring. This pattern held in 2023-24 with 9.3% in Fall and 30.3% in Spring, and in 2024-25, it was 6.9% in Fall and 30.9% in Spring. The proportion of students two or more grade levels below also decreased from Fall to Spring each year, for example, from 40.0% in Fall 2022-23 to 20.5% in Spring 2022-23.

To meet the Key Performance Indicator (KPI) for our 2026-27 academic plan, we aim for the following annual percentage growth:

Please see KPI table from Student Learning Need #1

#	Root/Contributing Cause
2.1	Tier 1 instructional routines do not consistently ensure rigorous, standards-aligned mathematics instruction across grade levels.
2.2	Collaborative planning routines do not consistently support vertical alignment between early numeracy development and upper-grade mathematical expectations.
2.3	Grade-level instructional routines do not consistently require teachers to analyze formative assessment evidence and adjust instruction in timely cycles.
2.4	Core mathematics planning routines do not consistently embed differentiated access and language support for English Learners and Special Education students.
2.5	Classroom instructional routines do not consistently provide students with opportunities to engage in mathematical reasoning, rich tasks, and discourse during core instruction.

3

Student Learning Need #3 – Students need to build scientific reasoning, inquiry skills, and grade-level science understanding through consistent K–5 science learning experiences.

Science proficiency data is available for grade 5 and overall. In 2022-23, it was 30.0%, climbing to 41.0% in 2023-24. However, for the most recent academic year, 2024-25, Science proficiency has dropped to 27.9% overall, with grade 5 also at 27.9%. This represents a notable decrease from the previous year. Limited exposure to NGSS-aligned, inquiry-based science in Grades K–4 suggests students are not consistently developing the foundational knowledge and skills needed for Grade 5 proficiency.

#	Root/Contributing Cause
3.1	Collaborative planning routines do not consistently support vertical alignment of science concepts and practices across Grades K–5.
3.2	Instructional routines do not consistently embed NGSS-aligned science practices in lower grades to build readiness for Grade 5 expectations.
3.3	Science instructional routines do not consistently require use of formative evidence to monitor student understanding across Grades K–5.

4 Student Learning Need #4 - Students need to improve consistent school attendance to support continuous learning and academic success.

The average daily attendance has shown a slight downward trend over the past few academic years. In the 2022-23 academic year, attendance was at 89.6%. This dipped slightly to 89.4% in the 2023-24 academic year. Looking at the most recent data for the 2024-25 academic year, the average daily attendance is 89.0%. This represents a decrease of 0.2 percentage points from the previous year and a total decrease of 0.6 percentage points from the 2022-23 academic year.

#	Root/Contributing Cause
4.1	Inconsistent school-wide systems for monitoring and addressing attendance, including limited follow-up with families.
4.2	Lack of engaging, relevant instruction and positive school climate, reducing students' motivation to attend.
4.3	Limited communication and outreach from the school to families about attendance expectations and support.

5 Student Learning Need #5 - Students need a stronger, more connected school community that supports collaboration, engagement, and a positive learning environment.

Looking at suspensions by type, violence-related incidents saw an increase from 2 in 2022-23 to 16 in 2023-24, before decreasing to 13 in 2024-25. Suspensions related to illicit substances were 13 in 2022-23, dropped to zero in 2023-24, and then rose to 5 in 2024-25. There were no property-related suspensions recorded in any of the years. In the latest academic year, 2024-25, the majority of the 5 suspensions were classified as Class B, accounting for 57.1% of the suspended individuals.

In the Well Being category, teacher ratings for well-being showed an upward trend from 44.3% in 2022-23 to 58.5% in 2023-24, but then dropped significantly to 37.4% in 2024-25. Satisfaction follows a similar pattern to Well Being teacher satisfaction increased from 42.8% in 2022-23 to 57.3% in 2023-24, but then saw a sharp decline to 37.2% in 2024-25.

#	Root/Contributing Cause
5.1	Opportunity to clarify roles and structures for schoolwide committees to strengthen consistency and impact.
5.2	Lack of consistent monitoring and follow-through on committee goals, resulting in fragmented efforts.
5.3	Strengthening systems for monitoring and follow-through on committee goals is necessary to ensure cohesive and effective implementation.

Cross-Analysis of Root/Contributing Causes

Analysis of the root and contributing causes across the five student learning needs reveals several common themes that impact multiple areas of student performance. These shared causes indicate opportunities for schoolwide improvement in instructional practices, collaboration, and data use. The table below summarizes the root causes that affect multiple student learning needs.

Shared root/contributing causes	SLNs Affected
Use of formative evidence to adjust instruction	1, 2, 3
Collaborative planning & vertical alignment	1, 2, 3

	Tier 1 instructional rigor & standards alignment	1, 2, 3
	Student engagement, discourse & ownership	1, 2, 4
	Differentiated access for ELs & SpEd students	1, 2
	School-wide systems, monitoring & family communication	4, 5

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	Targeted Subgroup: English Learners SBA ELA - 22% proficient SBA Math - 21% proficient HSA Science - 21% proficient GTT WIDA - 60.19% on target Identified Student Need(s): Increase student exits using ACCESS testing and increase student proficiency rates Identified Student Need(s) for English Learners: 1. Tiered levels of support English Learners require tiered levels of support, including targeted interventions and differentiated instruction, to improve proficiency in ELA, Math, and Science. 2. Intense Intervention Intensive interventions are needed to address significant learning gaps, particularly in ELA (27% proficiency), Math (14% proficiency), and Science (10% proficiency). 3. Engaging, Student-Centered Learning Strategies English Learners need more engaging, student-centered learning approaches that make instruction relevant and accessible to their unique language and learning needs. 4. Targeted focus on Language Development A targeted focus on language development and literacy skills is required, particularly in areas where English Learners are struggling, such as ELA and Math. Connected root/contributing causes <table border="1"> <thead> <tr> <th>EL Student Need</th><th>Primary Root Causes</th></tr> </thead> <tbody> <tr> <td>Appear across all four EL needs, making differentiated language and access supports the highest priority root cause to address for English Learners</td><td>1.4, 2.4</td></tr> <tr> <td>Formative evidence cycles are critical to identifying and responding to EL learning gaps in a timely way</td><td>1.3, 2.3</td></tr> <tr> <td>Student engagement and discourse are essential for language acquisition and academic confidence</td><td>1.5, 2.5</td></tr> </tbody> </table>	EL Student Need	Primary Root Causes	Appear across all four EL needs, making differentiated language and access supports the highest priority root cause to address for English Learners	1.4, 2.4	Formative evidence cycles are critical to identifying and responding to EL learning gaps in a timely way	1.3, 2.3	Student engagement and discourse are essential for language acquisition and academic confidence	1.5, 2.5
EL Student Need	Primary Root Causes								
Appear across all four EL needs, making differentiated language and access supports the highest priority root cause to address for English Learners	1.4, 2.4								
Formative evidence cycles are critical to identifying and responding to EL learning gaps in a timely way	1.3, 2.3								
Student engagement and discourse are essential for language acquisition and academic confidence	1.5, 2.5								

2

Targeted Subgroup: Low SES
 SBA ELA - 31% proficient
 SBA Math - 31% proficient
 HSA Science - 26% proficient

Identified Student Need(s):

1. **Targeted Interventions and Tiered Support for Low SES Students**

Low SES students need targeted interventions and tiered support to improve proficiency in ELA, Math, and Science, where achievement rates are currently 33.6%, 32.6%, and 38.4% respectively.

2. **Engaging, Student-Centered Learning Strategies**

There is a need for more engaging, student-centered learning strategies that make content relevant and accessible to Low SES students, fostering increased academic motivation and participation.

3. **Differentiated Approach Across All Tiers of Instruction**

A differentiated approach to instruction is required within all tiers (general education, targeted interventions, and intensive interventions) to meet the unique learning needs of Low SES students and close achievement gaps.

4. **Consistent Monitoring and Tailored Support**

Consistent monitoring and tailored support are needed to ensure Low SES students receive the appropriate level of intervention and guidance to boost academic outcomes and proficiency in core subjects.

Connected root/contribution cause

Low SES Student Need	Primary Root Causes
Access to Rigorous Grade-Level Instruction - School is often the primary learning resource for Low SES students	1.1, 2.1
Timely Identification & Response to Learning Gaps - Without timely data, learning gaps for Low SES students widen across all content areas	1.3, 2.3
Differentiated Access & Support - Ensures equitable access to grade-level content	1.4, 2.4
Student Engagement & Academic Confidence - Builds academic confidence and motivation to attend and participate	1.5, 2.5
Family Communication & School-Community Connection - Addresses systemic barriers Low SES families face in staying connected to school	4.1, 4.3

3

Targeted Subgroup: SPED

SBA ELA - 10% proficient
 SBA Math - 20% proficient
 HSA Science -14% proficient

Identified Student Need(s): Increase student proficiency rates

1. **Effective Collaboration Between Special Education and General Education Teachers:** Collaboration between special education and general education teachers will help create an inclusive learning environment where SPED students can access grade-level content while receiving the necessary accommodations and modifications.
2. **More Frequent Progress Monitoring and Tailored Adjustments:** SPED students require more frequent formative assessments and progress monitoring to ensure their learning is on track. Data from these assessments should be used to adjust instructional strategies and interventions as needed, ensuring that instruction is responsive to the student's evolving needs.
3. **Behavioral and Emotional Support Integration:** Given the potential social-emotional needs of many of our SPED students, there is a need for integrated behavioral and emotional support alongside academic instruction. This may include incorporating social skills training, self-regulation strategies, and mental health support to foster a positive learning environment.

Connected root/contribution cause

SPED Student Need	Primary Root Causes
Effective SPED/Gen Ed Collaboration - Accommodations must be embedded in planning — not added after the fact	1.4, 2.4
Frequent Progress Monitoring & Tailored Adjustments - SPED students require more frequent progress monitoring to prevent widening gaps	1.3, 2.3
Behavioral & Emotional Support Integration - Builds academic confidence and reduces behavioral challenges	1.5, 2.5
Engaging instruction & positive school climate - Directly impacts SPED student motivation to attend and participate	4.2



PRIORITY 1: High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.1.1. All entering kindergarten students are assessed for social, emotional, and academic readiness and <u>provided necessary and timely support</u> to develop foundational skills for learning. <i>Required for all schools.</i>	2025 -26 KEA Results 95% of incoming Kindergarten assessed using the KEA 17% Demonstrating Readiness 31% Approaching Readiness 52% Emerging Readiness Connected Root / Contributing Causes: 1.1, 1.2, 1.3	1.1.1(a) Kauluwela Kinder Camp Summer Program The Summer Kindergarten program will be offered to incoming Kindergarten students, including Kauluwela Executive Office on Early Learning (EOEL) students, to support the transition into school. The program will focus on strengthening foundational literacy, math, and social-emotional development through engaging, hands-on learning experiences. Accountable Lead: Jamie Kinjo -Title I Coordinator Kindergarten GLC 1.1.1(b) Foundational Skills Instruction All Kindergarten teachers will implement CCSS-aligned strategies to strengthen foundational literacy and math skills, including: • ECRI strategies • Core Phonics Teachers will receive ongoing support and coaching to ensure effective implementation and continuous improvement. Instruction will also include opportunities for students to engage in early problem-solving and critical thinking through hands-on learning experiences and discussion.	100% of Incoming Kindergarten Students Assessed Using the KEA Assess: Ensure all incoming Kindergarten students are assessed using the Kindergarten Entry Assessment (KEA) to determine readiness across academic, behavioral, and social-emotional domains. Initial Outcome Kindergarten Readiness Assessment	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

		Accountable Lead: Constance Contreras Academic Coach Michelle Iwanaka – Literacy Coach 1.1.1(C) Tier 2 Instruction & SEL Supports Tier 2 instruction will target students needing additional support in foundational academic and behavioral skills. Supports will include: • Small group instruction focused on literacy, math, and behavioral skills • Differentiated materials aligned to student needs • SEL lessons to support self-regulation, cooperation, and positive peer relationships These supports will strengthen emotional control, resilience, and social connections with peers and adults. Accountable Leads: Kindergarten GLC Constance Contreras (Academic Coach) Michelle Iwanaka – Literacy Coach Alejandro Espania– Counselor SW1, SW5, SW6(i), SW6(iii; v)	Completion and Analysis Assess: Ensure 100% completion of the KEA for all incoming students. Evidence: • KEA assessment reports - DIBELS data • Baseline student readiness data • Identified areas of strength and need Intermediate Outcome Foundational Skill Growth Assess: Monitor student progress in foundational literacy and math skills using: • iReady Diagnostics Evidence: • Mid-year assessment results - DIBELS data • Student growth data in literacy and math • Comparison of baseline and mid-year performance	
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			Annual Outcome Increased Kindergarten readiness and foundational skill development by the end of the school year. Evidence: • End-of-year i-Ready Diagnostic growth data DIBELS data • Teacher progress monitoring data • Teacher observation of social-emotional growth and self-regulation Universal screeners (iReady, DIBELS) will show 50% proficiency by EOY.	
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Reading Proficiency 1.1.2. All students read proficiently by the end of third grade, and those who do not read proficiently <u>receive necessary and timely support</u> to become proficient. <i>Required for all schools.</i>	33% of students were proficient in SBA ELA. Achievement gaps remain between student subgroups and the all-student average, with English Learner and Special Education students demonstrating lower proficiency rates compared to all students. These results indicate a continued need to strengthen consistent Tier 1 ELA instruction, differentiation within core instruction, and targeted Tier 2 supports to accelerate reading achievement.	1.1.2(a) Strengthen Tier 1 ELA Instruction - Teachers implement Wonders curriculum with fidelity across all K–5 classrooms - ILT conducts quarterly classroom learning walks using agreed-upon ELA look-fors - Grade-level teams review pacing guides during a 6 day rotation to calibrate rigor and support - Teachers implement Handwriting Without Tears with fidelity across all K - 5 classrooms Implementation Benchmarks/Milestones: - ILT develops and calibrates ELA look-fors aligned with schoolwide professional development 100% of K–5 teachers implement Wonders curriculum with fidelity - ILT conducts quarterly learning walks and provides feedback to teachers – ongoing Lead: Principal Samsonas 1.1.2(b) WestEd, Write Tools and METIS Literacy and Writing PD - K - 2 teachers attend WestEd Writing PD - K - 5 teachers to attend Write Tools PD - Consultants will facilitate learning walks to engage teachers in a continuous "Learn-Try-Reflect" cycle", ensuring pedagogical strategies are practiced and refined after each session - K - 5 teachers to attend METIS PD Lead: Michelle Iwanaka - Literacy Coach 1.1.2(c) Strengthen Tier 2 Reading Support - Teachers use iReady diagnostic data to form flexible small groups for targeted reading intervention - Tier 2 intervention materials aligned to student needs are implemented consistently Implementation Benchmarks/Milestones:	Annual Target: Increase SBA ELA proficiency from 33% to 38.58% Increase GTT by 5% (65%) Implementation Monitoring: -ILT conducts quarterly learning walks using ELA look-fors -Data teams meet quarterly to review CFA data and adjust instruction Q1 -Baseline iReady Reading Diagnostic completed -All K–5 student growth goals generated Q2 -Monitor students iReady Reading growth goals and adjust targeted small groups Q3 -Continue to monitor iReady Reading growth goals and adjust instruction as well as targeted small groups	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	Connected Root/ Contributing Causes: 1.1, 1.3, 1.4	• Tier 2 intervention groups established by September 2026 based on baseline iReady data • Intervention groups reviewed and updated at each quarterly data team meeting • HMTSS team documents student progress monthly – ongoing Lead: Constance Contreras Academic Coach 1.1.2(d) Implement Language-Rich Instructional Practices for English Learners (WestEd) • All K–5 teachers implement language-rich instructional practices including: • Explicit vocabulary development • Structured academic discussions • Scaffolding supports for EL students Lead: Constance Contreras Academic Coach & Michelle Iwanaka Literacy Coach 1.1.2(e) Strengthen Data Teams and Progress Monitoring • Grade-level data teams meet every 6 day rotation to review iReady and teacher-created assessment data • ILT and teachers review data team findings at the beginning, middle and end of year. • Teachers use data team findings to adjust instruction and intervention groups Implementation Benchmarks/Milestones: • Data team protocols established • PLCs use at least one math common formative assessment and engage in data analysis protocols • PLCs use at least two ELA common formative assessments and engage in data analysis protocols Lead: Principal Samsonas / ILT 1.1.2(f) Attend national conferences	Q4 -Students meet end-of-year iReady Reading growth goals	
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		• Define clear learning objectives tied to school academic/strategic plans. • Identify high-impact topics (e.g., Tier 1 instruction, formative assessment, student engagement). • Collect artifacts/resources (slides, tools, frameworks) • Build connections with educators, school leaders, and researchers. 1) Visible Learning - July 2026 2) Plain Talk - February 2027 Lead: Jamie Kinjo - Title I Coordinator SW1, SW3, SW6(i), SW6(ii), SW6(iii; IV)		
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Mathematics Proficiency 1.1.3. All students are proficient in mathematics by the end of eighth grade, and those who are not proficient <u>receive necessary and timely support</u> to become proficient. <i>Required for all schools.</i>	2024–25 SBA Results • 32.7% of students were proficient in Mathematics on the SBA. • Achievement gaps remain between student groups, including high-needs students and English Learners. • English Learners demonstrated lower proficiency in mathematics compared to the all-student average. Connected Root / Contributing Causes: 1.4, 2.4	1.1.3(a) Strengthen Tier 1 Math (iReady) Instruction Strengthen Tier 1 mathematics instruction by consistently implementing the approved curriculum, aligning instruction to grade-level standards, teaching and providing all students with grade-level manipulatives and using agreed-upon instructional practices that promote mathematical reasoning, problem solving, and student engagement. Lead: Principal Samsonas 1.1.3(b) i-Ready Classroom Math PD – All Year K–5 teachers participate in Ready Math professional learning sessions focused on strengthening Tier 1 mathematics instruction. All teachers will participate in structured walk-throughs with feedback from the provider. • Professional learning emphasizes differentiated instruction, mathematical discourse, and strategies that support diverse learners • Teachers apply agreed-upon instructional practices between sessions to strengthen classroom implementation Lead: Constance Contreras – Academic Coach 1.1.3(c) Strengthen Tier 2 Math Support Strengthen Tier 2 mathematics (iReady) supports through targeted small-group instruction based on formative evidence from, lesson quizzes, and standards-based assessments. Teachers will use differentiated materials and targeted interventions to address learning needs, priority skill gaps and provide timely support. Lead: Constance Contreras – Academic Coach	Annual Target: Increase SBA Math proficiency from 36.03% to 37.72% Implementation Monitoring: -ILT conducts quarterly learning walks using Math look-fors -Data teams meet quarterly to review CFA data and adjust instruction Q1 -Baseline iReady Math Diagnostic completed -All K–5 student growth goals generated Q2 -Monitor students iReady Math growth goals and adjust targeted small-groups Q3 -Continue to monitor iReady Math growth goals and adjust instruction as well as targeted small-groups Q4	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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		1.1.3(d) Strengthen Data Teams and Progress Monitoring Strengthen grade-level data teams to review formative mathematics evidence, including lesson quizzes and standards-based assessments, in order to monitor student progress and adjust instruction and interventions based on identified needs. Lead: Principal Samsonas / Instructional Leadership Team SW1, SW3, SW6(i), SW6(ii), SW6(iii; IV)	-Students meet end-of-year iReady Math growth goals	
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	Achievement data indicate persistent performance gaps among student subgroups, including Economically Disadvantaged students, English Learners, and Special Education students. ELA gap -25.4% Math gap -20.5% • English Learner and Special Education students demonstrated lower proficiency rates compared to the all-student average. Connected Root / Contributing Causes: 1.4, 1.5, 2.4, 2.5	1.1.4(a) Strengthen Differentiated Instruction Strengthen differentiated instructional practices within Tier 1 instruction to ensure all students have access to grade-level content and appropriate supports. Lead: Principal Samsonas 1.1.4(a) Attend ISTE/ASCD June 2027 • AI Integration & Literacy: Guidelines for utilizing AI for teacher productivity (e.g., lesson planning, grading) and teaching students critical, ethical AI use. • Personalized Learning Pathways: Flexible, student-centered curriculum tailored to diverse learning profiles, paces, and interests. • Culturally Responsive Teaching: Use tools to assess and adapt curriculum to honor diverse student backgrounds. • Collect artifacts/resources (slides, tools, frameworks) • Build connections with educators, school leaders, and researchers. Lead: Principal Samsonas SW1, SW3, SW6(i), SW6(iii)(III), SW6(iv)	Targeted Goals for Subgroup Achievement Student subgroups, including English Learners, Special Education students, and Economically Disadvantaged students, will establish growth targets using the iReady Math Diagnostic and demonstrate progress toward typical growth goals throughout the school year through targeted mathematics instruction and intervention. Implementation Monitoring: -ILT conducts quarterly learning walks using Math & Reading look-fors -Data teams meet quarterly to review CFA data and adjust instruction Q1	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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			-Baseline iReady Math & Reading Diagnostic completed -All K–5 student growth goals generated Q2 -Monitor students iReady Math & Reading growth goals and adjust targeted small-groups Q3 -Continue to monitor iReady Math & Reading growth goals and adjust instruction as well as targeted small-groups Q4 -Students meet end-of-year iReady Math & Reading growth goals	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	Panorama SEL Data (2025) • Emotional Regulation: 45.1% • Growth Mindset: 46.7% - Self-Management: 54.2% These results highlight the importance of continued social-emotional learning supports and transition structures to support student readiness and successful school transitions. Connected Root / Contributing Causes: 1.4, 2.4	1.1.5(a): Middle School Transition Collaboration Strengthen collaboration with feeder middle/intermediate schools to support a smooth transition for 5th grade students by aligning expectations, sharing transition information with families, and coordinating orientation and transition activities. Lead: Sienna Ho – Counselor 1.1.5(a) Attend CEC March 2027 • Transition Planning: Best practices for middle and high school teams to prepare students with exceptionalities for post-secondary education, vocational pathways, and independent living. • Build connections with educators, school leaders, and researchers. Lead: Michael Terry - SSC 1.1.5(b) Executive Office on Early Learning (EOEL) The program will allow preschool students to transition in a safe, caring, and equitable environment. Allowing families and students to successfully transition into elementary school. SW1, SW5, SW6(iii)	Transition Goal 100% of students will participate in transition activities. Initial Outcome Communicate transition plans and activities with families and schools.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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1.1.6 All students will receive support through a multi-tiered system for academics, behavior, social emotional and physical health.	Increase ratings in all domains of the HMTSS Assessment Tool (HAT) for all core components, moving identified indicators from 0 → 1 and 1 → 2 by the end of the school year. Achievement data indicate persistent performance gaps among student subgroups, including Economically Disadvantaged students, English Learners, and Special Education students. ELA gap -25.4% Math gap -20.5%	1.1.6(a) Strengthen HMTSS Implementation Strengthen implementation of the HMTSS framework by providing timely Tier 2 (Rise and Shine) and Tier 3 interventions for students requiring additional academic or behavioral support. Lead: Constance Contreras - Academic Coach 1.1.6(a) Attend Innovative Schools Summit - December 2026 • Data-Driven Culture: Use school data effectively for instructional and administrative decisions. • Trauma-Informed Classrooms: Techniques to create emotionally safe spaces, recognize trauma triggers, and effectively de-escalate behavioral crises. • Restorative Practices: Strategies to shift away from traditional, punitive discipline models toward supportive and restorative interventions. • Collect artifacts/resources (slides, tools, frameworks) • Build connections with educators, school leaders, and researchers. Lead: Principal Samsonas 1.1.6(b) Collaborative Planning for Student Supports Provide structured collaborative planning time for general education, Special Education, and EL teachers to coordinate instructional support and interventions. Lead: Principal Samsonas 1.1.6(b) Attend CEC March 2027 • High-Leverage Practices (HLPs): Practical, everyday methods for integrating the CEC's recognized High-Leverage Practices into both special and general education settings to boost student outcomes.	Targeted Goals for Subgroup Achievement Student subgroups, including English Learners, Special Education students, and Economically Disadvantaged students, will establish growth targets using the iReady ELA and Math Diagnostic and demonstrate progress toward typical growth goals throughout the school year through targeted mathematics instruction and intervention. Implementation Monitoring: <i>-ILT conducts quarterly learning walks using Math & Reading look-fors</i> <i>-Data teams meet quarterly to review CFA data and adjust instruction</i> Q1	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$
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	English Learner and Special Education students demonstrated lower proficiency rates compared to the all-student average. Connected Root / Contributing Causes: 1.4, 1.5, 2.4, 2.5	- Universal Design for Learning (UDL): Concrete steps for general educators to design lessons, physical spaces, and assessments from the ground up so they are inherently accessible to a wide spectrum of abilities. - Collect artifacts/resources (slides, tools, frameworks) - Build connections with educators, school leaders, and researchers. Lead: Principal Samsonas 1.1.6(c) Monitor Subgroup Data Regularly review disaggregated student data to identify trends, monitor subgroup progress, and adjust instruction and interventions accordingly. Lead: Constance Contreras - Academic Coach Kris Tajima – EL Coordinator 1.1.6(c) Attend WIDA Conference 2026 - Scaffolding Core Content: Strategies for accessing complex, grade-level academic language without watering down the curriculum for MLs. - Accessibility for Dually Identified Students: Best practice updates and accommodations for supporting dually identified students (multilingual learners with diverse learning needs/disabilities). - Collect artifacts/resources (slides, tools, frameworks) - Build connections with educators, school leaders, and researchers. Lead: Principal Samsonas SW1, SW3, SW6(i), SW6(ii), SW6(iii; III)	-Baseline iReady Math & Reading Diagnostic completed -All K–5 student growth goals generated Q2 -Monitor students iReady Math & Reading growth goals and adjust targeted small-groups Q3 -Continue to monitor iReady Math & Reading growth goals and adjust instruction as well as targeted small-groups Q4 -Students meet end-of-year iReady Math & Reading growth goals	
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1.1.7: All students are proficient in science by the end of 5th grade, and those who are not proficient receive necessary and timely support to become proficient.	41% of students are proficient in science. These results indicate a continued need to strengthen Tier 1 science instruction, alignment to grade-level standards, and opportunities for students to apply scientific concepts through inquiry and hands-on learning experiences. Connected Root / Contributing Causes: 3.1, 3.2, 3.3	1.1.7(a) Strengthen Tier 1 Science (Stemscores) Instruction * Strengthen Tier 1 science instruction through ongoing professional learning, coaching, and classroom support to ensure effective implementation of standards-aligned science instruction. * PD days for Stemscores. Lead: GLCs 1.1.7(b) Kauluwela Science Fair Organize the annual Science Fair to provide students with opportunities to apply scientific concepts, engage in inquiry, and showcase their learning. Lead: GLCs 1.1.7(a & b) Attend ISTE/ASCD June 2027 • STEM/STEAM Integration: Strategies for cross-curricular projects (e.g., coding, robotics, engineering with science). • Inquiry-Based Curriculum: ASCD's curriculum design aligns with NGSS, enabling teachers to create lessons based on student-led inquiry. • Collect artifacts/resources (slides, tools, frameworks) • Build connections with educators, school leaders, and researchers. Lead: Principal Samsonas SW6 (i), SW6 (ii), SW6(iii; IV)	Annual Target: Increase HSA Science proficiency from 41% to 46% Implementation Monitoring: - BOY assessments - Quarterly Assessments - EOY assessments	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	School attendance data indicate that some students continue to experience challenges with consistent attendance. The average daily attendance rate is 89%. The state attendance goal of 92%. Connected Root / Contributing Causes: 4.1, 4.2, 4.3	1.2.1(a): Engage Families through Outreach to Improve Attendance * Conduct home visits and hold meetings with families to address attendance barriers and support students in returning to school consistently.. * Coffee and Conversations Lead: Sienna Ho & Alejandro Espania Counselors 1.2.1(a): Engage Students to Improve Attendance * Continue positive incentives through quarterly ROAR days Lead: Sienna Ho & Alejandro Espania Counselors SW6(i), SW6(iii)	Increase the Percentage of Students Regularly Attending School (90% or More) Initial Outcome Increase communication and engagement between school staff and families to address barriers to attendance. Intermediate Outcomes • Reduction in absenteeism among students whose families are contacted and supported • Increased family participation in	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

			efforts to improve student attendance • Positive changes in student attendance patterns over time Evidence • Attendance reports • Documentation of home visits and parent meetings • Attendance incentive program participation records	
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1.2.2. All students demonstrate positive behaviors at school. SW1, SW6(i), SW6(iii) <i>Required for all schools.</i>	School climate and SEL data indicate the need to continue strengthening positive student behaviors and social-emotional skills across classrooms. Social and Emotional Readiness (Panorama 2025) • Emotional Regulation: 45.1% • Growth Mindset: 46.7% • Self-Management: 54.2% Connected Root / Contributing Causes: 1.5, 2.5, 4.2, 4.3	1.2.2(a): Foster a Positive School Culture through the SEL program (Kimochoy) and PBIS (Cub Store) Continue implementation of SEL instruction, and PBIS (cub cash) incentives to reinforce positive behaviors and strengthen student engagement. Monthly Cub Cash incentive student awards. Lead: HMTSS Committee SW1, SW6(i), SW6(iii)	Increase the Percentage of Students with High Overall SEL Scores from 41% to at Least 50% Initial Outcome Administer the Panorama SEL survey at the beginning of the school year to establish baseline SEL data and identify areas for improvement. Intermediate Outcome Students demonstrate growth in social-emotional skills through ongoing SEL instruction, PBIS supports, and consistent behavior expectations. Evidence	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☒ Other: __, \$
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			• Panorama SEL survey results (baseline, mid-year, and end-of-year) • Teacher observations of student behavior • Documentation of student engagement and SEL growth	
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1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	Social and Emotional Readiness data indicate the continued need to strengthen students' social-emotional skills and promote a positive school climate that reflects the principles of Nā Hopena A'o (HĀ). Social and Emotional Readiness (Panorama 2025) • Emotional Regulation: 45.1% • Growth Mindset: 46.7% *Self-Management: 54.2% Connected Root / Contributing Causes: 1.5, 2.5, 4.2, 4.3	1.2.3(a) Align the Na Hopena Ao values to each of the School-wide Committees Training & Exposure: Teachers and staff will participate in dedicated HĀ activities during faculty meetings and Professional Development (PD) days to deepen their understanding of the framework's core values (Belonging, Responsibility, Excellence, Aloha, Total Well-being, and Hawai'i). Implementation & Evidence: To ensure school-wide integration, all teachers will be required to incorporate HĀ activities into their instructional pacing plans, which will serve as the primary evidence of implementation. • Safety and Wellness • HMTSS • AEO • Pili Ohana Lead: Committee Leads 1.2.3(b): Strengthen PBIS and SEL Practices Continue PBIS and SEL instruction to support students' social-emotional development and reinforce positive behavior expectations. Lead: Sienna Ho & Alejandro Espania – Counselor 1.2.3(c): Maintain Clear Behavior Expectations Ensure all classrooms implement consistent behavior expectations and provide individualized behavior interventions when needed. Lead: GLCs		☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$
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		1.2.3(d): Reinforce Positive Behaviors through PBIS Cub Cash Use the Cub Cash to recognize students who demonstrate positive behaviors aligned with school values. Lead: HMTSS Committee 1.2.3(e): Celebrate Student Growth - Quarterly Awards Assembly Recognize student growth and positive engagement through schoolwide celebrations and student recognition. Lead: Pili Ohana Committee SW2, SW3, SW6(iii)(I)		
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	To provide all students challenging as well as enriching learning opportunities Connected Root / Contributing Causes: 1.2, 2.2	1.3.1(a): Career and Technical Education (CTE) Grades K-5 Continue the Kulia bi-monthly program which provides opportunities for exploration of Career and Technical Education (CTE) areas. All students in grades K-5 will have exposure to hands-on learning experiences and specialized instruction. The program supports student engagement and helps upper elementary students become familiar with departmentalized learning and middle school expectations. Lead: Constance Contreras – Academic Coach 1.3.1(b) After-school Cub Clubs Grades 1-5 Continue the after-school Cub Clubs, which provide opportunities to explore career and technical education (CTE) areas. All students in grades 1-5 will continue to have the opportunity to join an after-school Cub Club aligned with their interests. Lead: Jamie Kinjo Title I Coordinator SW5, SW6(ii)	CTE Kulia Participation Goal 100% of students will participate in the CTE through Kulia program. Initial Outcome Introduce all students to the CTE Kulia Program at the beginning of the school year. Intermediate Outcome Students participate in Kulia CTE learning experiences throughout the school year. Evidence • Kulia CTE participation records	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

			• Program enrollment data	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective.	Ongoing professional learning, coaching, and collaborative support are needed to strengthen effective instructional practices and consistent Tier 1 instruction across classrooms.	Teachers participate in schoolwide professional learning, grade-level collaboration, and instructional coaching to strengthen consistent Tier 1 instruction and effective classroom practice. • Weekly grade-level collaborative planning • Professional development aligned to school academic priorities • Instructional coaching and classroom support Accountable Leads: Administration, Instructional Coaches, Grade-Level Chair SW6(iv)	Progress will be monitored through classroom observations, collaborative planning artifacts, and evidence of agreed-upon instructional practices.	☒ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	The SCC provides a platform for essential stakeholders (parents, teachers, administrators, students, and community members) to engage in school decision-making processes.	The principal will communicate the importance of SCC participation, including member roles and responsibilities, to all stakeholders. The principal will work with the SCC chairperson to ensure school plans, priorities, and issues are regularly included on the SCC agenda. The SCC will meet quarterly and maintain posted meeting agendas and minutes. Accountable Lead: Principal Samsonas SW2	All required stakeholder groups will be represented on the SCC. Meeting agendas and minutes will be posted regularly.	☐ WSF, \$ ☐ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant: __, \$ ☐ Other: __, \$

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families are engaged in school events/activities and have regular communication.	Ongoing efforts are needed to strengthen communication, engagement and collaboration with families.	3.3.2: Expand the school's communication (Class Dojo) and partnerships to involve families in support of student learning through offering various modes of Parent Information and Family-Community Involvement Opportunities: Accountable Lead: Principal Samsonas SW2	Goal 5% increase from SY 25-26 Initial outcome: Family sign up counts? Intermediate outcome: Evidence: parents logging on and viewing website Vlog - views?	☐ WSF, \$ ☒ Title I, \$ ☐ Title II, \$ ☐ Title III, \$ ☐ Title IV-A, \$ ☐ Title IV-B, \$ ☐ IDEA, \$ ☐ SPPA, \$ ☐ Homeless, \$ ☐ Grant:__, \$ ☐ Other:__, \$

APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **Kauluwela Elementary School** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Feb 27, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Feb 27, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): **[Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]**
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.

7. This school plan was adopted through consensus or by vote by the School Community Council on: **Feb 27, 2026**

Attested:

Kauluwela Elementary School Principal	Signature	Date
Sonja Samsonas	<i>Sonja Samsonas</i>	Apr 2, 2026

SCC Chairperson	Signature	Date
Pastor Andrew Yasuhara	<i>Andrew Yasuhara</i>	Apr 2, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." **SCC Chairperson signature is required on both pages.**

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:
None		

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

N/A

Attested:

SCC Chairperson	Signature	Date
Pastor Andrew Yasuhara		Apr 2, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year <i>(Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours)</i>	[1,116]
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	☐ Yes ☐ No ☒ N/A, we meet the requirement
Kauluwela Elementary School Bell Schedule:	

Bell Schedule

**Breakfast
Students ONLY**

7:15 am - 7:55 am

**School
Starts**

8:00 AM

**Rise &
Shine Time**

Grades 1 & 5: 8:15-8:45

Grades K & 4: 8:50-9:20

Grades 2 & 3: 9:25-9:55

RECESS

10:00-10:20 AM

LUNCH

Grades K-2: 11:10 - 11:45

Grades 3-5: 11:55 - 12:30

**Wednesday
Lunch**

Grades K-2: 10:55 AM - 11:30 AM

Grades 3-5: 11:30 AM - 12:00 PM

**School Ends
M/T/TH/F**

2:15 PM

**School Ends
Wednesday**

1:30 PM